Texas Education Agency
Standard Application System (SAS)

2015-2016 Public Charter School Program Start-Up Grant

Program authority:	Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	May 1, 2015, to July 29, 2016	
Application deadline:	5:00 p.m. Central Time, December 16, 2014	Place date stamp here.
Submittal Information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact Information:	Arnoldo Alaniz: CharterSchools@tea.state.tx.us; (512) 463-9575	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#		Amendment #
San Antonio ISD		015907	Connell Middle School/041		

Vendor ID #	ESC Region #	US Congressional District #		DUNS #	
74-6002167	20	TX-35		069451631	

Mailing address	City	State	ZIP Code
141 Lavaca Street	San Antonio	TX	78210

Primary Contact

First name	M.I.	Last name	Title
Matthew	J	Weber	Deputy Superintendent
Telephone #	Email address		FAX #
210554-2584	mweber1@saisd.net		

Secondary Contact

First name	M.I.	Last name	Title
John		Strelchun	Director
Telephone #	Email address		FAX #
210-554-2535	jstrelchun@saisd.net		210-228-3131

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Sylvester		Perez	Superintendent
Telephone #	Email address		FAX #
210-554-2584	sperez1@saisd.net		

Signature (blue ink preferred)   Date signed

12/15/2014

Only the legally responsible party may sign this application.

701-15-101-014

Schedule #1—General Information(cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600/15XX)		☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	• A copy of the local district's policy for authorizing campus charter schools; **AND** • A copy of the district's charter application for the authorized campus charter; **AND** • A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus *and* a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) **OR** a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval on or before December 15, 2014	• A copy of the *approved* minutes from the local board of trustees meeting in which the charter was granted; **OR** • A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	A narrative description on district letter signed by the superintendent which contains the following must be submitted: • The mission of the campus charter; • An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; • A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district; • A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; • The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and • A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.

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4	**Federal Definition of a Public Charter School**	A completed Attachment 1 from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846.
5	**Campus Charter Information Form**	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School which must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The charter school's financial accounting system adheres to the following requirements: • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. *If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition. A charter school means a public school that: 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.

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	10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.
7.	Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2015-2016 school year. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Schedule #5—Program Executive Summary	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The San Antonio Independent School District's Connell Middle School, located at 400 Hot Wells Blvd. in San Antonio, Texas, is applying for the 2015-2016 Public Charter School Program Start-up (PCSP) grant to seek funding which will address the identified needs of highly qualified and highly trained teachers, curriculum development, purchasing infrastructure such as furniture and equipment, and development of communication and outreach activities. Approved by the Board of Trustees on November 10, 2014 to convert the low performing school to a district charter under Senate Bill 2 provisions, Connell will operate as an open enrollment charter beginning with the 2015-2016 school year. The campus will serve approximately 615 students through implementation of single-gender instruction, project-based learning with a computer science focus, longer school days and accelerated learning. The grant will support Connell's goals of improving the learning environment and academics which aligns with the TEA's goal of expanding the number of high-quality charter schools.

The plan to convert Connell to a district charter originated at the district level in response to the continued low performance on the state's accountability rating system. For the last two years, the campus has received a rating of "Improvement Required" under the current State of Texas Assessment of Academic Readiness (STAAR) and, prior to transitioning to STAAR, the campus was rated "Academically Unacceptable" under the Texas Assessment of Knowledge and Skills (TAKS). It was apparent student achievement must improve significantly in all areas. Charged with this mission, district leadership determined that an emphasis on single-gender education, project-based learning, and computer science would serve as a springboard to inject enthusiasm and a focus on learning and teaching.

Research over the last several decades has shown that there can be significant achievement gaps between boys and girls that may be attributed to social distractions amongst peers, varying degrees of attention by teachers based on gender, and the existence of sexist attitudes and behaviors among students and teachers alike. Implementation of single gender instruction should mitigate these issues and help increase student achievement, particularly in those core content areas with the largest gender gaps such as Math and Science.

Recognizing the importance of connecting students with tech-skills that are increasingly relevant to how we live, work, learn, play, and create, campus and district level staff decided greater access to computer science education was critical for student success at Connell. In addition, a need existed to better prepare students for the coding program at the feeder pattern high school. Research suggests that coding helps students develop their problem-solving and logical-thinking skills. Under the charter, students will be introduced to multiple technology application strands including: creativity and innovation; communication and collaboration; research and information fluency; problem solving and decision-making; digital citizenship; and technology operations and concepts. Students will also be encouraged to continue their education in computer science once they enter high school.

In developing a budget for this grant program, a Charter Committee was formed and tasked with reviewing the charter components and developing a needs assessment to guide decisions on how grant funds would best be used. The Committee, comprised of campus-level and district-level staff, met several times in which five priority needs were identified and used to determine budget parameters. Committee members researched possible expenses relating to professional development, curriculum, furniture, technology, materials, and supplies in order to determine budgetary needs. All purchases were deemed allowable activities and use of funds as per the grant purpose and TEA guidelines related to specific costs.

Both faculty and student demographics also suggested a need to convert Connell Middle School from a low-performing campus to a high quality charter school. Of the currently enrolled students at Connell, 90% are Hispanic, followed by 82% economically disadvantaged, 75% At Risk, 13% English Language Learners, and 17% Special Education. Current faculty include: 56% first and second-year teachers and 26% with a Master's degree. Given such student/teacher demographics, the need for high quality charter school expansion by means of start-up funding would support the goals and purposes of this grant.

Connell uses a Comprehensive Needs Assessment (CNA) to guide campus staff in the improvement of student

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

performance for all student groups in order to attain state standards in respect to the academic excellence indicators. The CNA is developed by the Campus Leadership Team (CLT), a campus-level committee comprised of the campus principal, district personnel, and community stakeholders who serve in an advisory role in terms of budgeting, planning, staffing, and curriculum. The CLT reviews data regarding campus demographics, student achievement, school climate, staff, student retention, curriculum, community involvement, technology, and school organization. A critical component of the CNA includes the allocation of resources to project costs associated with the strategies/ activities to determine the costs associated with the total performance objectives outlined in the assessment.

The CNA is systematically monitored throughout the year by the CLT to ensure the assessment's implementation progress, determine if the plan is both realistic in its projected expectation and sufficiently supported; and celebrate successes and use evidence of completion of strategies/ activities to further refine performance objectives and goals to justify future support of resources. Furthermore, the CNA is reviewed at the district level by the Accountability, Testing, Research, and Evaluation Department whose mission is to integrate survey research, program evaluation, data dissemination, and accountability-related services to help guide academic instruction, data management and administrative decision-making.

The management plan includes an organizational structure, milestones for accomplishing major objectives and the use of a balanced scorecard to keep the project on task. The management team is comprised of individuals with many years of experience in school leadership and project management. The principal of the campus will direct and manage the overall implementation of the grant project ensuring that the revised instructional programs are effective and promote increased academic achievement as intended. The principal will appoint a non-teaching professional to serve as the Grant Manager responsible for the day to day operations of the project. The Grant Manager will work closely with the Charter Committee and external consultants to ensure all project activities are implemented in a timely manner. District business services will be used for financial administration including accounting, payroll, purchasing, information technology and information services. They will ensure that all necessary financial support and enabling technology are available to Connell. Control of Public Charter School Start-Up grant funds will remain at the campus level.

Connell will utilize a balanced scorecard to ensure the program is progressing and attaining the goals set forth in the grant application. The balanced scorecard is a process by which the implementing campus can report on key grant program milestones including financial progress, programmatic progress and discuss any obstacles they are facing in implementing the program.

The grant application is comprehensively presented and addresses all statutory requirements including the relationship between Connell and SAISD, the continued funding commitment of SAISD, school district waivers, use of grant funds, the compliance with the Individuals with Disabilities Act, the educational program, school management, performance measures, community involvement and outreach, the charter authorization and revocation process, campus governance, commitment to an independent audit, and the flow of federal funds. The district charter will be permitted to govern autonomously above and beyond the degree and autonomy afforded to traditional campuses within the SAISD.

SAISD's Office of Research & Evaluation uses a combination of methods and analyses to project future students by grade. The process involves a Cohort Ratio Model, input from various District Offices, i.e. Facility Services, Principal feedback, and a Projections Review Committee. SAISD enrollment projections are updated annually and current numbers were used to complete responses to TEA program requirements.

The Board of Trustees will continue to support the school by adopting an annual operating budget and provide the additional funding necessary to maintain the extended school day, the extended teacher contracts, and additional human resource elements of the charter. The SAISD is committed to the goal of Connell becoming a high-quality charter by providing the additional resources needed to improve the academic outcomes of its students.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 015907				Amendment # (for amendments only):	
Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB, and TEC Chapter 12					
Grant period: May 1, 2015, to July 29, 2016			Fund code: 258		
Budget Summary					
Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	TOTAL Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$0	$75,266	$75,266
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$129,000	$129,000
Schedule #9	Supplies and Materials (6300)	6300	$0	$576,534	$576,534
Schedule #10	Other Operating Costs (6400)	6400	$0	$19,200	$19,200
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$0**	**$800,000**	**$800,000**

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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Schedule #7—Payroll Costs (6100)					

County-district number or vendor ID: 015907				Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Planning Costs**	**Implementa-tion Costs**	**TOTAL Payroll Budgeted**
Academic/Instructional					
1 Teacher			$	$	$
2 Educational aide			$	$	$
3 Tutor			$	$	$
Program Management and Administration					
4 Project director			$	$	$
5 Project coordinator			$	$	$
6 Teacher facilitator			$	$	$
7 Teacher supervisor			$	$	$
8 Secretary/administrative assistant			$	$	$
9 Data entry clerk			$	$	$
10 Grant accountant/bookkeeper			$	$	$
11 Evaluator/evaluation specialist			$	$	$
Auxiliary					
12 Counselor			$	$	$
13 Social worker			$	$	$
14 Community liaison/parent coordinator			$	$	$
Other Employee Positions					
15 Title			$	$	$
16 Title			$	$	$
17 Title			$	$	$
18 Subtotal employee costs:			$	$	$
Substitute, Extra-Duty Pay, Benefits Costs					
19 6112 Substitute pay			$0	$3,000	$3,000
20 6119 Professional staff extra-duty pay			$0	$62,100	$62,100
21 6121 Support staff extra-duty pay			$0	$0	$0
22 6140 Employee benefits			$0	$10,166	$10,166
23 61XX Tuition remission (IHEs only)			$0	$0	$0
24 Subtotal substitute, extra-duty, benefits costs			$0	$75,266	$75,266
25 **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$0	$75,266	$75,266

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015907	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Planning	Implemen-tation	TOTAL Budgeted
6269	Rental or lease of buildings, space in buildings, or land	$		$
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	$	$	$
	Specify purpose:			
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0	$120,000	$120,000

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Planning	Implemen-tation	TOTAL Budgeted
1	Contracted services – Project-Based Learning	☐	$0	$15,000	$15,000
2	Contracted services – Single-Gender Instruction	☐	$0	$10,000	$10,000
3	Contracted services – Professional Learning Communities	☐	$0	$10,000	$10,000
4	Contracted services – Website Development	☐	$0	$15,000	$15,000
5	Contracted services – Curriculum Writing	☐	$0	$70,000	$70,000
6		☐			
7		☐	$	$	$
8		☐	$	$	$
9		☐	$	$	$
10		☐	$	$	$
11		☐	$	$	$
12		☐	$	$	$
13		☐	$	$	$
14		☐	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$0	$8,000	$8,000
a.	**Subtotal of professional and contracted services requiring specific approval:**		$0	$120,000	$120,000
b.	**Subtotal of professional services, contracted services, or subgrants:**		$0	$8,000	$8,000
c.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$0	$1,000	$1,000
	(Sum of lines a, b, and c) Grand total		$0	$129,000	$129,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015907	Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Planning	Implemen-tation	TOTAL Amount Budgeted
6399	1	Laptops	Instructional/ Professional Development	240	$839	$0	$477,177	$477,177
	2	Tablets	Instructional / Professional Development	240	$435			
	3	Laptop Carts	Storage & Recharging	8	$2,549			
	4	Tablet Carts	Storage & Recharging	8	$1,586			
	5	Wireless Module/ Router	Technology Interconnectivity	51	$70			
	6	3-D Printer	Instructional	1	$4,500			
	7	Color Printers	Instructional	3	$1,289			
	8	Poster Maker	Communication / Instructional	1	$4,000			
	9	Monitors	Communication / Display Student Work	6	$800			
	10	Interactive Whiteboards	Instructional	28	$4,200			

6399	Technology software—Not capitalized	$0	$25,000	$25,000
6399	Supplies and materials associated with advisory council or committee	$0	$0	$0
	Subtotal supplies and materials requiring specific approval:	$0	$502,177	$502,177
	Remaining 6300—Supplies and materials that do not require specific approval:	$0	$74,357	$74,357
	Grand total:	$0	$576,534	$576,534

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		
Expense Item Description		**Planning**	**Implemen-tation**	**TOTAL Budgeted**
6411	Out-of-state travel for employees (includes registration fees)	$0	$10,000	$10,000
	Specify purpose: Computer Science/PBL Conferences			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$	$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$	$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$	$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$	$
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$
6490	Advisory council/committee travel or other expenses	$	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$	$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$	$
	Specify purpose:			
Subtotal other operating costs requiring specific approval:		$0	$10,000	$10,000
Remaining 6400—Other operating costs that do not require specific approval:		$0	$9,200	$9,200
Grand total:		$0	$19,200	$19,200

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Comprehensive Needs Assessment (CNA) is the centerpiece of the planning process, identifying educational strengths and areas of need and revealing future priorities and areas of focus. The process begins with appointment of a planning team composed of educators, parents, community members and business leaders from the school's attendance zone. With their input and oversight, school staff conduct a data-driven CNA using a standardized process aligned to the Texas Accountability Intervention System and the requirements of the Elementary and Secondary Education Act and No Child Left Behind. The CNA examines multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding. The results also provide benchmarks school leaders can use throughout the year to monitor the impact of programs, instruction and resources on student achievement. Problems surfaced in the CNA must be fully addressed in the TAIS School Improvement Plan and are used to justify budget projections. The standardized CNA process consists of four stages:

Stage I: Planning (New CNA). Campus staff discuss what they want their campus to look like in terms of student success and how that vision differs from what currently exists. The purpose and outcomes for the CNA are reviewed and short and long-term timelines are established for the process. Next, committees are established for each CNA focus area (demographics, student achievement, district/school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family and community involvement, school context and organization, and technology) and community members, parents and/or business partners with relevant expertise are invited to participate. Each committee receives data, information and reports relevant to their charge. Pre-prepared outlines are used to guide each committee in using these data elements to complete a root cause analysis. With support from school staff, the committees examine multiple sources of disaggregated data, determine areas of priority, summarize needs, and develop a vision for reform that will foster success for all students. The completed CNA also is used to guide development of or revisions to the School Improvement Plan.

Stage II: Reviewing (Existing CNA). Previously appointed committee members meet to review and analyze existing CNA from prior school year and compare findings to current data. Responses to focus area questions are completed or updated as needed. New or continuing needs are identified as well as strategies to close the achievement gap among student subgroups, ensuring that every student receives a quality education.

Stage III: Completing the Executive Summary. An Executive Summary is written for each focus area and includes: responses to focus area questions; disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities are combined into a master Executive Summary for the campus. The master Summary also includes comparisons of baseline assessment data and current data by focus area.

Stage IV: CNA Completed. The complete CNA is compiled and forwarded to SAISD's Federal Programs Department. The CNA process prioritizes the TAIS Critical Success Factors (CSF), including: improving academic performance, increasing the use of data to drive instruction, increasing leadership effectiveness, increasing learning time, increasing family and community engagement, improving school climate, and improving teacher quality.

In preparing for the proposed grant program, a two-step review process was completed: 1) used Connell's CNA to determine CSF status; and, 2) evaluated the purpose of the grant program, comparing impact to Connell's unmet needs nder the approved charter. Emphasis was placed on facilitating academic improvement through the integration of single-gender instruction, project-based learning and computer science. Key recommendations were: a) professional development on the new instructional model, b) curriculum development for the new computer science elective, and c) equipment and materials for successful implementation.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Highly qualified and highly trained teachers, to include professional support staff, to effectively implement single-gender instruction with an emphasis on project-based learning and computer science	-Identify and contract external consultants to provide training in the following areas: - Single-Gender Instruction - Project-Based Learning - Computer Science (Coding) - Instructional Technology - Classroom Management - Planning for Instruction - Professional Learning Communities -Provide extra duty pay for staff training outside of contract -Provide additional funds for travel to conferences and model site visits
2.	Curriculum development for technology electives and interdisciplinary connections to address project-based learning objectives	-Purchase and/or contract external consultants to support the development of curriculum for technology applications and computer science courses -Purchase and/or contract external consultant to support the development of curriculum for interdisciplinary project based learning -Provide extra duty pay for staff to develop curriculum for interdisciplinary project based learning outside of contract
3.	Furniture and equipment to fully implement and support the technology application elective and integrate instructional technology in core courses	-Purchase the necessary furniture and equipment to support the development of three new technology labs and technology resource room -Purchase digital signage to promote the computer science program components and foster students' critical thinking skills -Supplemental equipment and furniture in core classes to support project-based learning and 21st century skills
4.	Supplies and materials in order to foster successful project-based learning and computer science exploration in a single-gender setting	-Purchase software for technology applications and computer science course -Purchase student library books about computer science -Purchase professional development books on project-based learning and computer science in a single-gender setting for staff
5.	Communication and outreach activities to increase awareness of program components, expectations, and student recruitment	-Development of orientation events for staff, students, and community members to introduce program components and highlight program goals -Contract external contractor to revitalize school website and emphasize new programs -Purchase signage to emphasize program components and transform school climate and culture consistent with program goals (computer science and gender specific)

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Schedule #14—Management Plan

County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal	Direct and manage the overall implementation of the PCS Start Up Grant. Will ensure revised instructional programs are effective and promote increased academic achievement as intended. Will oversee compliance of project implementation with SAISD policies and priorities. Requires demonstrated instructional leadership, strong curriculum, curriculum alignment, curriculum standards and assessment and program management background. Master's degree and Texas Standard Principal or Mid-Management Certification.
2.	Grant Manager	A non-teaching professional that has knowledge of technology and instructional practices with prior background experience with project management. Requires bachelor's degree, teacher certification and organizational skills. Coordinates with the charter design committee and will oversee the day to day operations of grant implementation. A grant funded stipend will be given for the added responsibilities.
3.	Charter Committee	Comprised of professional campus-level and district level staff. Will collectively work with Grant Manager and Principal on project management to include selection of goods and services for purchase and monitoring of implementation.
4.	External Consultants	Various experts in single-gender instruction, project-based learning, and computer science. Will assist with the design and implementation of training and the development of curriculum.
5.	District Business Services	Will be used for financial administration including accounting, payroll, purchasing, information technology and information services. Will ensure all necessary financial support and enabling technology are available.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	By June 30, 2016, 100% of educators will implement effective practices of single-gender instruction, project-based learning, and computer science as evidenced by a rating of proficient on a locally developed assessment.	1.	Identify and contract with external consultants to design training, schedule training, and publish professional development calendar for the year.	05/01/2015	06/30/2015
		2.	Develop an assessment of effective practices with contracted consultants.	08/01/2015	10/31/2015
		3.	Provide initial training to staff.	07/20/2015	8/30/2015
		4.	Monitor and provide follow-up training to adjust practices each quarter throughout the year.	8/24/2015	6/10/2016
		5.	Assess effectiveness of implementation of training, reflect and redesign professional development plan for 2016-2017 to ensure continued training of current staff and new staff.	08/24/2015	6/30/2016
2.	By June 10, 2016, 80% of students will demonstrate increased awareness of opportunities in computer science as evidenced by a pre and post assessment	1.	Identify a curriculum to purchase or develop for the computer science electives.	5/1/2015	8/23/2015
		2.	Provide training to all professional staff in computer science skills and concepts as well as career opportunities.	7/20/2015	6/30/2016
		3.	Provide training to elective teachers for computer science curriculum	7/20/2015	8/23/2016
		4.	Purchase furniture which will be designed to increase collaboration, accommodate different learning styles and integrate technology.	5/1/2015	8/1/2015

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD uses Balanced Scorecard methodology to monitor annual attainment of goals and objectives of grant programs. The District developed the Balance Scorecard to answer key questions regarding the impact of instructional programs and services for students, teachers, leaders and administrators. The components of the Scorecards can be individualized and the content continuously updated to document program operations, changes and results over time. A common format is used, as follows. I. **Knowledge**: overarching goals; changes or adjustments during the course of the program or activity; compliance with rules and regulations; critical thinking and creative approaches beyond standard implementation; challenges to implementation; and methods of supporting sustainability. II. **Budget**: alignment of activities with expenditures; budget change requests; timelines; budget reports; and, budget monitoring. III. **Documentation and Communication**: required reports and deadlines; methods of communicating, teaching or sharing information with administrators, teachers, parents, students, or community members; use of verbal and written communication methods and technology to inform target audiences and support varied learning styles for optimal retention. IV. **Evaluation**: project outcomes; tools or methodology for evaluating impact; target objectives or activities; assessment methods to verify results; and, target audience or targeted participants. V. **Collaboration**: key stakeholders; resources; and, accomplishments. Quarterly Balanced Scorecard reviews are conducted by responsible parties (i.e., Principals, Department Heads, grant managers, campus leadership teams) to ensure timely adjustments are made and planned outcomes are achieved. Activities, progress, student achievement and changes to operational procedures are communicated to staff, teachers, campus leaders, students, parents and community members. Communication methods are modified for internal and external audiences, e.g., message boards on the SAISD Intranet for staff vs. postings on the main SAISD website for students, parents and community members. Communication samples are kept on file to document information dissemination efforts regarding program growth, adjustments, etc. Primary vehicles include: newsletters, letters or articles; school morning announcements; media announcements or articles in newspapers; bulletin boards; and meeting notices, agendas and meeting minutes.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Connell is operating within a state and District-approved Campus Improvement Plan that contains multiple strategies designed to enhance instructional processes, improve student achievement and improve school climate. This framework and the value of the encompassed investments will establish a strong foundation for the implementation of the planned project. Key supportive strategies are: implement collaborative grouping in classes to facilitate student centered classrooms and increased student engagement; SIOP instructional strategies to help students with vocabulary and reading comprehension for LEP and ELL students; technology TEKS will be taught through curriculum integration; enhance researched-based visual learning in the science classroom for increased student learning through the use of educational resources such as Brainpop, Bill Nye, and Edusmart; attend STAAR Training to increase teacher content knowledge and refine teacher practices; and utilize the Positive Behavior Intervention and Supports (PBIS) program to improve school climate.

Ensuring coordination and alignment of all school initiatives and maintaining continuous buy-in by teachers and campus staff will be the responsibility of the Charter Committee, led by the Principal. During monthly meetings, the Committee will review data regarding charter implementation and student achievement using a rubric of project outcomes. A continuous improvement framework will enable rapid problem identification and remediation, e.g., instances when multiple initiatives become conflicting rather than aligned. Key questions will frame the Committee's work, i.e., the effects of professional development on student achievement, and the Committee will be make rapid cycle changes as needed to ensure the planned project meets or exceeds expectations.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 015907		Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Assessment results of single-gender and project-based learning instructional practices.	1.	Improved Academic Performance
		2.	Improved Teacher Quality
		3.	
2.	Assessment results of computer science instruction.	1.	Improved Academic Performance
		2.	Improved Teacher Quality
		3.	
3.	Pre/Post results of computer science awareness survey.	1.	Improved School Climate
		2.	Improved Family and Community Engagement
		3.	
4.	Number of students participating in project events. Feedback on student project presentations.	1.	Improve Academic Performance
		2.	Improve School Climate
		3.	Improve Family and Community Engagement
5.	Improvement in student performance on 9 week grades and annual state assessment.	1.	Improved Academic Performance
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the program activities are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows.

Context: Complete an examination and description of the context of the program to include conducting a needs and goals assessment, determining program objectives, and determining whether the program objectives will be sufficiently responsive to the identified needs. The campus CNA will be an integral part of the context analysis and will help inform planning decisions.

Input: Provide a description of the components of effective implementation as defined by Principals, school leaders and the Grant Program Support Team and a description of the resources necessary for implementation.

Process: Complete an examination of how the program is being implemented, identifying any defects in procedural design, and providing feedback to program managers. Connell staff will collect documentation of staff professional development, planning meetings, and other artifacts as appropriate to monitor and inform program implementation. To aid in data collection, SAISD has unprecedented access to an extensive data warehouse that allows longitudinal data analysis at the student, campus, and District levels. Additionally, the campus will update procedures as needed to collect qualitative data and artifacts unavailable in the District data warehouse. Periodic data readings are scheduled into the measurement process. For example, grades are reviewed after each grading cycle allowing for refinements to instructional strategies. This ensures problems with program delivery are quickly identified and corrected, and builds the practice of implementation adjustment into the process.

Product: Determine and examine the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program and conducting a retrospective benefit/cost assessment.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).
Note: All applicants must address this statutory requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Connell will continue to operate under the legal auspices of the Board of Trustees per Local policy, and as such, the Board, or designee will be responsible for oversight that maintains high educational and operational standards, preserves the autonomy granted, and safeguards student and public interests.

Approval of Connell's charter application by the Board also formalized a performance contract between the Board and the campus. The application outlines the mission and goals of the charter, the curriculum and instructional program to be offered, performance objectives, performance goals for State Accountability, and the policies and waivers that were granted. The charter will be evaluated using the same standards used with regular comprehensive school programs, including the Texas Academic Performance Report. Failure of the charter to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation by the Board.

The Board of Trustees will ensure that the Connell meets academic goals and adheres to policies and guidelines set forth in this charter.

Specifically, the Board of Trustees is charged with the following responsibilities:
- Adopting goals and objectives for the District
- Reviewing and acting on policies
- Adopting an annual budget and setting the tax rate
- Electing school personnel as recommended by the superintendent
- Reporting to the public on the District's progress

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.
Note: All applicants must address this statutory requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Connell Middle School (formerly Hot Wells Junior High School) has been operating as a neighborhood school within the San Antonio Independent School District (SAISD) since 1951. As the charter authorizer, the Board of Trustees will continue to support the school by adopting an annual operating budget, as it does for all SAISD schools, with funding derived from the School Foundation Program, local property taxes and Federal programs. They are also committed to providing the additional funding necessary to maintain the extended school day and the extended teacher contract elements of the charter as well as additional human resources needed for project-based learning facilitation and computer science integration.

Annually the SAISD will determine eligibility and allocation of federal funds including IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. SAISD administration will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

The charter will maintain a close working financial and operational relationship with the district. The school anticipates a long-term commitment to grant seeking and fundraising to bring supplemental programs to students, but will be able to sustain many of its core operations without these additional resources.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.
Note: All applicants must address this statutory requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees approved waivers from school district and state policy needed for the successful operation of the Connell charter. The list of requested waivers was developed using a combination of recommendations on "standard waivers" provided by the Director of Policy and Procedures, consultation with the San Antonio Teacher Alliance, and a review of all local, state and Federal policies. All waivers listed below requested by the school and district staff, have been granted through the approval of the charter application.

1. Student Schedule. The student school day will be extended by 30 minutes per day, four days per week. This modification will then allow for the early release of students one day a week so that teachers may participate in professional development and collaboration for a dedicated period of two hours each week. This time will be dedicated to activities such as team meetings, data analysis, lesson planning, or professional learning.

2. Employee Extended Workday. The teacher workday will be extended beyond the maximum allowable 7.5 hours per day. The extended work day is needed to accommodate the extended school day and dedicated period for professional development and collaboration one day a week, both described above.

3. Employee Additional Contract Days. Teacher contracts will be extended by 15 days for employment at Connell, 10 days at the start of the work year and 5 days at the end of the work year. Modification of "official salary schedules" is needed for planning, collaboration, and professional development essential to the success of the charter.

4. After-School Meetings. Local policy regarding the limitation on the number and length of after-school meetings was waived to allow the campus principal greater flexibility with conducting after-school meetings.

5. Lesson Plans. The principal will be given the flexibility to implement cohesive lesson plan formats that align with campus instructional objectives. The charter will be exempt from SAISD Administrative Procedure requiring teachers to only prepare a unit or weekly lesson plan that outlines, in a brief and general manner, the information to be presented during each period or topic.

6. Attendance for Professional Development. Staff will receive comprehensive professional development on project-based learning, single-gender instruction, and other topics that will be vital to the success of the charter school. The professional development will occur before the start of the school year and after the school year. The SAISD is committed to compensating staff for these extra days. If any employees are unable to attend the required professional development, they may be required to attend make-up sessions after regular work hours or on a Saturday.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.
Note: All applicants must address this statutory requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant funds being requested in support of the project purpose, goals and objectives fall into five categories:

- External consultants to design professional development and educate campus staff on single-gender instruction, project based learning, computer science (coding), instructional technology, classroom management, planning for instruction, and creation of a professional learning community
- Curriculum development for technology electives and interdisciplinary connections to address project-based learning objectives
- Furniture and technology in order to fully implement and support the technology application elective and integrate instructional technology in core courses
- Supplies and materials to foster successful project-based learning and computer science exploration in a single-gender setting
- Development of communication and outreach activities to increase awareness of program components, expectations, and student recruitment

Grant and other Federal funds will be used for a variety of professional development opportunities throughout the year including a ten-day institute at the beginning of the school year for learning about single-gender instruction, computer science skills and opportunities, project-based learning, educational technology tools, criterion-based rubric evaluation and design, and cross-curricular integration and implementation. External consultants with expertise in these areas will be contracted to assist the Charter Committee with training design and delivery of professional development. On-going training in a variety of formats, i.e. face-to-face, webinars, and trainer-of-trainers model, will be delivered in a new teacher resource room created with grant funds. The room will serve as a model classroom to allow for co-teaching and the modeling of best practices. The room will be furnished similar to the new computer labs and will include adjustable desks, stools, and technology in addition to books and DVDs. Teacher representatives will also attend computer science conferences at various times throughout the year to extend their learning.

Funds will be used to develop a new computer science curriculum to aid restructuring efforts of the technology electives at Connell. The curriculum will better prepare students with the skills to study coding at a much deeper level in high school. Sixth and seventh grade students will be required to participate in a semester technology elective course each year. The course will also be designed to increase their awareness and interest in computer science. Three designated computer labs are required to successfully facilitate the elective courses. Grant funds will be used to furnish the labs to include laptops, tablets, collaborative display screens, printers, storage carts, software, stools, and adjustable/rolling desks. The campus will ensure that technology maintenance and support are written within the Campus Improvement Plan for program sustainability.

Project-based learning processes will be integrated into all core content areas that will require students to plan, design, and construct all projects during and after class. Students will utilize a state-of-art technology-rich learning environment to produce original work and develop projects that solve real-world problems. Grant funds will be used to purchase laptops, tablets and storage carts for each core area, interactive whiteboards, and necessary software. These tools will equip students to think more critically, creatively, and innovatively. During the planning and implementation phase of the project, teachers will participate in curriculum mapping and be compensated with extra duty pay for work outside their contract.

Various outreach and orientation events will occur during the planning phase. Grant funds will be used to compensate teachers with extra duty pay for assisting with these functions as well as refreshments and supplies to encourage parent and community participation. Digital monitors will be purchased and placed in common areas at the campus to be used to display student's work and serve as a communication mechanism. Additional funds will be used for recruitment purposes which may include brochures, banners, posters (produced by poster maker), postage and direct mail.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.
Note: All applicants must address this statutory requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Special Education is an integral part of the total educational program, which assures all students a free appropriate public education. This inclusive philosophy endorses the concepts that:

- Students with disabilities will be educated with their non-disabled peers to the greatest extent possible within the least restrictive environment
- All students, regardless of disabilities will be provided access to the general curriculum in accordance to their individual needs.

Response to Intervention (RtI) will serve as the proactive, problem-solving process that will be used for all students in order to consider for any assistance, support service or educational program. Identification for special education services may only be sought with documentation that low achievement is not due to lack of appropriate instruction/intervention in reading, mathematics, or behavior. Special and general education work collaboratively so more students can achieve academic progress in general education.

Differentiated instruction, coupled with learning walks and department/team/grade level instructional meetings are additional components that will further ensure RtI success. Curriculum guides will target instruction for all students through implementation of written, aligned, coordinated and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade. Research based interventions are implemented and monitored for frequent measurement of student progress and academic performance that evaluates the effectiveness of instruction.

A Response to Intervention Team will be organized and utilized at the campus depending on student needs. The team will consist of the RtI Coordinator, an administrator, referring/general education teacher, diagnostician/LSSP, the student's parent/legal guardian, student as appropriate, and other professionals whose expertise/knowledge will contribute to the decision-making process (counselor, nurse, and/or representatives(s) from areas that may render additional assistance, such as bilingual/ESL, Section 504, etc.) The specific members will vary depending upon the nature of the student's problem. The RtI Coordinator shall chair and organize meetings of the team. Other campus administrator(s) may assist as needed. The role of the team is to meet on a regularly scheduled basis, provide support to teachers who request assistance, clarify and prioritize issues or concerns, provide strategies or interventions for academic and behavioral issues, evaluate progress, and make decisions and recommendations based on data. RtI Team members should demonstrate a commitment to district and school's instructional goals and programs, willingness to accept responsibility for at-risk students' progress, knowledge of multiple teaching strategies and interventions, experience in interpreting data, and ability to maintain confidentiality. The campus principal shall ensure that the RtI Coordinator and campus teachers receive annual training on the RtI process and the correct guidelines and procedures.

An Individualized Education Program (IEP) will be developed for each identified special education student. The teacher of record in coordination with the Special Education Department will work closely with parents to keep them informed of their child's progress and suggest techniques to promote learning at home.

Appropriate curriculum modifications will be provided for any student with disabilities whose individual needs cannot be met through the state required curriculum elements. Instructional services will be provided which allows for learning in an environment that is most appropriate and least restrictive to meet the student's needs.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.
Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The educational program to be implemented at Connell is designed at improving academic achievement for all students in grades 6 through 8 through an innovative learning environment. Connell will adopt a computer science focus and implement single-gender instruction, project-based learning, longer school days and accelerated learning.

Single-gender instruction will be implemented in english, math, science and social studies, as well as during lunch periods and in some elective courses. Backed by research showing the benefits of single-gender education, this approach will be used in the sixth and seventh grades. During those two years, the single gender environment will give students the time and space needed to develop positive self-esteem and a sense of self identity. The students will take mixed gender classes in the eighth grade and will prepare for this transition in the earlier grades by participating in activities and events where boys and girls comingle.

The TEKS based curriculum will have a focus on 21st Century skills with authentic situations in computer science careers and industry. The curriculum will utilize the technology applications strands that are based on the National Educational Technology Standards (NETS) and Performance Indicators for Students developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving and decision-making; digital citizenship; and technology operations and concepts. Based on the NETS model, students will achieve the computer science foundational study. Through this study, students will learn how to make informed decisions by understanding current and emerging technologies which include technology systems, appropriate digital tools and personal learning networks. Students will use creative and computations thinking to solve problems while developing career and college readiness skills.

The curriculum will be constructed using the research-based frameworks of Understanding by Design (UbD) for improving student achievement through standards-driven curriculum development, instructional design, assessment and professional development. The UbD framework uses backward design that requires teachers to think about desired results prior to designing units of study and embraces current thinking of learning based on cognitive psychology research and validated through studies regarding the influences on student achievement. UbD-designed units of study allows for the transference of targeted content standards by applying the learning to meaningful performance.

Project-based learning with an emphasis on logic and coding will be used to make instruction more engaging and relevant. Every nine weeks students will complete a project that allows them to apply what is being taught to a real-world problem or situation. To reinforce their knowledge, they will present their work to other students, parents and community members. Teachers will be educated in project-based learning and each school will have aproject-based learning facilitator to help teachers plan and provide project-based instruction. Also, a Project Design Committee will review project proposals to ensure the consistency and quality of projects campus-wide.

The daily school schedule will be extended with school being held for 30 additional minutes four days a week (8:30 a.m. – 4:15 p.m.) and dismissing two hours early on Wednesdays for teacher collaboration and professional learning. Teacher contracts will be extended an additional 15 days – 10 days prior to the start of the school year and five days at the end of the school year – for planning, collaboration and professional learning.

Accelerated instruction will be provided for students who have fallen behind to quickly receive the help they need to catch up to their classmates. With greater flexibility provided under the charter, Connell will be able to rearrange their daily schedule so that teachers can provide tailored instruction to put students back on track in areas where they encounter challenges.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.
Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the charter's mission and goals. In addition, the Principal will monitor student achievement outcomes on an interim and yearly basis and be held accountable for student achievement targets that are set by the charter. Day-to-day decisions regarding instruction will be made by the principal.

The campus principal will also work closely with the Campus Leadership Team (CLT) to ensure that Connell works diligently towards achieving the goals set forth by the charter, the district, and the state. If ever those goals are in direct opposition to one another, the campus principal and the CLT will work with district leadership and the Board of Trustees to resolve the issue and maintain the integrity of the mission and goals of the charter.

The CLT will be comprised of one member from each grade level, an administrator, a counselor, a non-teaching professional, two special population representatives, a classified representative, a paraprofessional representative, two student representatives and two community members. Their peers, with the exception of students and community members, will elect CLT members. The students and community members will be selected to join by the CLT.

The CLT will serve as an advisory committee examining and coordinating SAISD initiatives, goals, and practices outlined in the Campus Improvement Plan (CIP) and the mission described by the charter. The CLT will evaluate the Campus Improvement Plan and the charter initiatives to ensure consistent and quality implementation as well as plan professional development necessary to achieve the goals of both.

The CLT will develop guidelines for the after-school meetings to include frequency, duration, and purpose. Each school year the campus will establish a schedule of meetings and a system for publishing the schedule so that staff has adequate notice of after-school requirements. The guidelines will allow the principal to hold after-school meetings without notice when urgent circumstances arise that demand immediate attention. Additionally, the committee will develop a method and system for evaluation to ensure that meetings are efficient and necessary to the implementation of the charter.

The CLT will determine the purpose, format, frequency for submission, and review process for lesson plans. For example, the campus may choose to establish a committee whose responsibility it is to review lesson plans using a rubric to ensure consistency and quality. Grade level teams may review lesson plans to consider opportunities for cross-curricular connections while content teams may review lesson plans for vertical alignment. It will be the CLT's responsibility to establish guidelines for lesson plans that will ensure successful implementation of the charter.

The intent for requiring lesson plans is to ensure instructional planning includes considerations of differentiation for special populations such as scaffolding and enrichment, single-gender instruction, project-based learning, acceleration, and coding concepts and skills. Lesson plans should not be developed solely for compliance, but to assist staff in planning meaningful and relevant activities that achieve the mission and goals of the charter.

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County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur. ***Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The approval of a charter application by the Board of Trustees formalized a performance contract. The charter will be evaluated using the same standards used with regular comprehensive school programs, including the Texas Academic Performance Report. Failure of the charter to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation of the charter.

Connell has set a number of rigorous goals, many of which can be directly supported by this grant. Key goals include:

Student Academic Achievement in Reading.
70% of all students who have attended the charter school for one or more full years will meet expectations on the STAAR
To achieve this goal, we will:
- Use STAAR Vocabulary and higher-order questioning stems in lessons on a daily basis.
- Utilize the balanced literacy approach to reading instruction.
- Use technology to support the teaching and learning of all students, i.e. interactive sites to promote student research web based engagement at a technological level, Istation and Read 180.
- Incorporate single-gender and project-based pedagogy
- Provide accelerated learning opportunities

Student Academic Achievement in Math.
65% of all students who have attended the charter school for one or more full years will meet expectations on the STAAR
To achieve this goal, we will:
- Use data to drive instruction
- Use interactive journals to help students organize, reference, reflect, and retain mathematical vocabulary, concepts, and strategies.
- Spiral the math TEKS through weekly homework.
- Incorporate single-gender and project-based pedagogy
- Provide accelerated learning opportunities

Student performance will be evaluated using annual state assessments, quarterly benchmark assessments, teacher-made mini assessments as needed but no less than every three weeks, and project rubrics (at least once per semester). Students whose performance is below standard or insufficient to meet the goals of the charter may participate in accelerated instructional opportunities, intervention courses, or tutoring.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.
Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Connell Middle School will continue to maintain and participate in parent/teacher organizations to foster collaboration, to sponsor special activities, and to raise funds in support of school programs. Community involvement will also include special programs such as grade level ceremonies, field experiences, and guest speakers. Connell Middle School will seek community partnerships with individuals, businesses and higher education institutions in the San Antonio area that directly support the mission and goals of the charter.

Parents and other members of the community will be involved in the planning, program design and implementation of the charter school in the following capacities:

- Campus Leadership Team (CLT) membership – as the governing body of the charter, the CLT will include two parents who will officially serve on the CLT and attend CLT meetings. CLT membership also includes a business leader/representative. CLT meetings are open to the entire Connell community.
- Campus Improvement Plan (CIP) – Parent and community participants will help develop, review, and sign the Campus Improvement Plan.
- SAISD Community Alignment – Connell will align community efforts with SAISD policies, District Leadership, cluster/area community meetings, focus groups, community forums, and town hall meetings.

Connell Middle School will disseminate information through monthly newsletters, the school website, campus marquee, automated telephone or email messages, principal coffees, parent/teacher organization and CLT meetings. Each semester the charter committee (a subcommittee of the CLT) will review the goals, purposes and direction of the charter in order to assess the impact on students. The review team will write an annual report approved by the CLT to inform the district and the Board about the charter program and needs.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.
Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Connell intends to attract a diverse student body and to serve families that are interested in a single-gender instructional program, project-based learning, and computer science. The aim of the school is to reflect the rich diversity of San Antonio's student population, in terms of race, ethnicity, and socioeconomic status. Every effort will be made to reach out to a wide range of potential students who currently attend regular district schools, charter schools, and area private schools. However, those students identified as residing within the current attendance boundaries of Connell will be given enrollment preference as to maintain the integrity of Connell as the neighborhood school. Students residing outside of the attendance boundaries who are interested in participating in the charter may submit a charter application. As outlined in District Administrative procedure, students will be selected for participation in the charter by using a lottery system for selection.

Connell anticipates a direct mailing of school information to families in the area. All families will receive school information regardless of special education status or past academic performance. Connell will also work with regular district elementary schools in the Connell feeder pattern to distribute information about the school. As much as possible, recruitment efforts will include as much face-to-face contact in the targeted communities as possible. Outreach and marketing efforts, a major focus of the late winter 2014/spring 2015 activities of the District and staff of Connell, will include meetings with parents and community residents, visits to District feeder elementary schools, e-mail and postcard marketing campaigns and the re-design of the school's web page.

Several orientation and team building events will be held during the Spring and Summer months leading up to the start of the 2015-2016 school year. Orientation events will be designed to introduce incoming students and parents to the single-gender educational setting and instructional programs, easing the transition from a fully co-educational format. All teachers and staff will contribute and community partners will be invited to participate as well. There will be ample opportunities for attendees to engage in project-based learning and computer science activities such as the mobile makerspace to expose students to 3D printers, robotics, electronics, and maker materials for hands-on exploring.

Two-day Summer team building events will be held for each grade level to help strengthen middle school relationships and spark students' interest in the field of comuter science. They will bgin to develop their 21st century skill set. Students will work together to solve problems that create trust and ease conflict between students. They will develop communication skills and activities that will help them recognize each other's strengths. Lessons learned during these activities can be applied to real-life situations and are necessary to students' success in any field they choose to pursue.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:
1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Board of Trustees has the authority to grant campus charter schools to designated campuses within the District. Campus charters are granted to provide opportunities for schools to plan and implement innovative educational programs. The general process involves several steps beginning with a published timeline which includes the dates for an informational meeting, public forums and deadlines for submission of the Notice of Intent, completed application and petitions. Informational meetings are conducted by the Director of Charter Schools and serve to communicate the purposes of charters, the application process, and the legal requirements applicable to charter campuses or programs. Prior to final deadline for submission of the application to the Board for consideration, a public forum is held at one of the District's scheduled Board Meetings. At this meeting applicants have the opportunity to present their proposals to the community and Board members and to respond to questions about their proposals. The approval of a charter proposal by the Board formalizes a performance contract.

Under Senate Bill 2 comprehensive charter school reform legislation the Board of Trustees also has the authority to grant a "district charter" (Sec. 12.0522). This section allows the board of trustees to convert a low performing campus to a district charter school without petition signed by the parents of a majority of the students at the campus and a majority of the classroom teachers at the campus. A campus granted a charter under this section is considered an open-enrollment charter school. Connell Middle School was granted a charter under this section.

The purpose of converting Connell Middle School into a "district charter" is to offer an innovative learning environment while improving academic performance for all students. The campus will adopt a computer science focus and implement single-gender instruction, project-based learning, longer school days and accelerated learning. Approval of the charter was based on this premise.

Single-gender instruction will be implemented in english, math, science and social studies, as well as during lunch periods and in some elective courses. The students will take mixed gender classes in the eighth grade and will prepare for this transition in the earlier grades by participating in activities and events where boys and girls comingle. This format differs from the traditional coeducational settings offered at traditional district middle schools.

Project-based learning with an emphasis on logic and coding will be used to make instruction more engaging and relevant. Teachers will be educated in project-based learning and each school will have a project-based learning facilitator to help teachers plan and provide project-based instruction.

The school day and school year will be extended, with school being held for 30 additional minutes four days a week (8:30 a.m. – 4:15 p.m.) and dismissing two hours early on Wednesdays for teacher collaboration and professional learning. Teacher contracts will be extended an additional 15 days – 10 days prior to the start of the school year and five days at the end of the school year – for planning, collaboration and professional learning.

Accelerated instruction will be provided for students who have fallen behind to quickly receive the help they need to catch up to their classmates. With greater flexibility provided under the charter, Connell will be able to rearrange their daily schedule so that teachers can provide tailored instruction to put students back on track in areas where they encounter challenges.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 12: Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.
Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees may place a charter campus or charter program on probation or revoke a charter if it finds that the charter campus or program:

a. Violates a provision of applicable state or federal law;
b. Materially violates a provision of the charter; or
c. Fails to meet generally accepted accounting standards for fiscal management.

The Superintendent shall investigate an allegation that a charter campus or charter program has violated federal or applicable state law or provisions of the charter, or fails to meet generally accepted accounting standards for fiscal management. The Superintendent shall hold a conference with the principal and governing body of the charter campus or program to discuss the allegation.

If the Superintendent determines that a violation or mismanagement has occurred, the principal shall respond to the allegation. The Superintendent shall present investigative findings with appropriate recommendations to the Board. If necessary, the Superintendent shall ensure that the topic is on the agenda for discussion.

If the Board decides to consider probation or revocation of the charter, it shall schedule a public hearing to be held on the campus where the program is located. After the public hearing, the Board may take action to place the charter campus or charter program on probation or to revoke the charter campus or charter program.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.
Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Campus Leadership Team (CLT) will be the primary governing body, making decisions for campus-based programming. The CLT will be comprised of one member from each grade level, an administrator, a counselor, a non-teaching professional, two special population representatives, a classified representative, a paraprofessional representative, two student representatives and two community members. Their peers, with the exception of students and community members, will elect CLT members. The students and community members will be selected to join by the CLT. Representatives will be limited to two (2) consecutive terms with terms for positions extended from September to August. Terms of office apply to those selected as well as those elected.

The CLT will serve as an advisory committee examining and coordinating SAISD initiatives, goals, and practices outlined in the Campus Improvement Plan (CIP) and the mission described by the charter. The CLT will evaluate the Campus Improvement Plan and the charter initiatives to ensure consistent and quality implementation as well as plan professional development necessary to achieve the goals of both.

The CLT will be permitted to govern autonomously and will be given greater flexibility with regards to teacher meetings, lesson plans, and attendance for professional development. In addition, any financial assistance that may be realized through the PCS Start-Up Grant will be controlled at the campus level in accordance with District procurement procedure.

The CLT will develop guidelines for the after-school meetings to include frequency, duration, and purpose. Each school year the campus will establish a schedule of meetings and a system for publishing the schedule so that staff has adequate notice of after-school requirements. The guidelines will allow the principal to hold after-school meetings without notice when urgent circumstances arise that demand immediate attention. Additionally, the committee will develop a method and system for evaluation to ensure that meetings are efficient and necessary to the implementation of the charter.

The intent for requiring lesson plans is to ensure instructional planning includes considerations of differentiation for special populations such as scaffolding and enrichment, single-gender instruction, project-based learning, acceleration, and coding concepts and skills. Lesson plans will not be developed solely for compliance, but to assist staff in planning meaningful and relevant activities that achieve the mission and goals of the charter. The CLT will determine the purpose, format, frequency for submission, and review process for lesson plans. For example, the campus may choose to establish a committee whose responsibility it is to review lesson plans using a rubric to ensure consistency and quality. Grade level teams may review lesson plans to consider opportunities for cross-curricular connections while content teams may review lesson plans for vertical alignment. It will be the CLT's responsibility to establish guidelines for lesson plans that will ensure successful implementation of the charter.

All decisions by the governing body will be made within the parameters of the mission and vision of the school, always keeping in mind the interest of students. CLT members share a firm belief in providing a rigorous academic program to a diverse group of students. The purpose of the governing body is to provide a vision and general direction for the school. The qualifications for membership include, but are not limited to, agreement with the mission and vision of the school, familiarity with the curriculum and teaching practices of the school, familiarity with open meetings law, professionalism, motivation, integrity, honesty and respect.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.
Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The San Antonio Independent School District (SAISD) will hire at the District expense a Texas certified or public accountant holding a permit from the State Board of Public Accountability to conduct an independent financial audit annually, following the conclusion of each fiscal year on June 30. The audit report will be submitted to SAISD administration in a timely fashion and will be included in the District's annual report, as appropriate. .

All SAISD campuses are covered by the annual audit prepared by SAISD's external auditors. The annual audit includes review of financial statements, notes to the financial statements, and statistical schedules. The auditors will perform an in-depth review of banking statements and reconciliations, receivables, payables, payroll, fixed assets, federal and state compliance (including school improvement), human resources data and various other reviews applicable to public schools. All of the Subchapter C Charter Schools within the SAISD will be reported the same as the traditional schools at SAISD. A sample of the reported items in PEIMS is enrollment, withdrawns, average daily attendance (ADA), and financial data.

The scope of the annual independent audit of the Subchapter C Charter schools will be limited since many of the examinations are already covered by the annual audit. The proposed scope of the audit for each charter school will include the following:

- Sample of payroll expenditures to check proper coding and funding
- Sample of expenditures for supplies to check proper coding and funding
- Sample of fixed asset expenditures to check proper coding and funding
- Sample of human resources data
- Review and verify PEIMS data
- Review of SAISD Legal policy covering charter campus or program

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.
Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees will ensure equity among school programs in staff/student ratios and in expenditures of money for curriculum materials and instructional supplies. "Staff" includes teachers, administrators, and auxiliary personnel. In special programs, such as special education and bilingual education, a lower ratio may be maintained and more money may be spent as necessary to fulfill other legal requirements.

Annually the SAISD will determine eligibility and allocation of federal funds including, but not limited to: IDEA-B Special Education; Title I, Part A-Improving Basic Education; Title II, Part A- Teacher & Principal Training and Recruiting; and Title III, Part A- LEP. SAISD administration will prepare and submit federal grant application no later than June 30 and budgets will be made available to the campus in early July of each year.

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Schedule #17—Responses to TEA Program Requirements														
County-district number or vendor ID: 015907								Amendment # (for amendments only):						

TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	0	0	0	0	0	0	0	204	203	208	0	0	0	0	615
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
College/University Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New School Under Existing Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	0	204	203	208	0	0	0	0	615

Total Staff	45
Total Parents	892
Total Families	554
Total Campuses	1

TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools	0	0	0	0	0	0	0	210	196	197	0	0	0	0	603
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
College/University Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New School Under Existing Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	0	210	196	197	0	0	0	0	603

Total Staff	45
Total Parents	874
Total Families	543
Total Campuses	1

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Schedule #17—Responses to TEA Program Requirements (cont.)															
County-district number or vendor ID: 015907								Amendment # (for amendments only):							

TEA Program Requirement 3: Number of Students in To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)	0	0	0	0	0	0	0	204	203	208	0	0	0	0	615
Open-enrolment Charter School (TEC Subchapter D)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
College/University/Jr College Charter School (TEC Subchapter E)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New School Under Existing Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	0	204	203	208	0	0	0	0	615

TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
1.	San Antonio ISD	Connell Middle School	015907041
2.	San Antonio ISD	Davis Middle School	015907043
3.	San Antonio ISD	Wheatley Middle School	015907046
4.	San Antonio ISD	Page Middle School	015907053
5.	San Antonio ISD	Poe Middle School	015907054
6.	San Antonio ISD	Rogers Middle School	015907057

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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	Schedule #18—Equitable Access and Participation (cont.)			

County-District Number or Vendor ID: 015907	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			
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Barrier: Gang-Related Activities (cont.)				
#	**Strategies for Gang-Related Activities**	**Students**	**Teachers**	**Others**
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities				
#	**Strategies for Drug-Related Activities**	**Students**	**Teachers**	**Others**
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments				
#	**Strategies for Visual Impairments**	**Students**	**Teachers**	**Others**
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐
Z99	Other barrier _____ Other strategy _____	☐	☐	☐

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